

# 50 WAYS TO GET STUDENTS TO BELIEVE IN THEMSELVES OR HOW TO DO ATTRIBUTION RETRAINING

## ● VERBAL BEHAVIORS AND TEACHER CHOICE OF LANGUAGE IN DAILY INTERACTION:

- Calling on students
- Responses to student answers (sticking)
- Giving help
- Changing attitudes toward errors (persevere and return)
- Giving tasks and assignments
- Feedback according to criteria for success with encouragement and precise diagnostic guidance
- Positive framing of re-teaching
- Tenacity when students don't meet expectations: pursuit and continued call for high-level performance
- Pushback on fixed mindset language and student helplessness

## ● CLASSROOM MECHANISMS FOR GENERATING STUDENT AGENCY:

- Frequent quizzes and a flow of data to students
- Student self-correction/self-scoring
- Student error analysis
- Regular re-teaching
- Required retakes and redos with highest grade
- Cooperative learning protocols and teaching of group skills
- Student feedback to teacher on pace or need for clarification
- Reward system for effective effort and gains
- Extra help
- Student goal setting

## ● DAILY INSTRUCTIONAL STRATEGIES PROMOTING CLARITY:

- Communicating objectives in student-friendly language and unpacking them with students
- Clear and accessible criteria for success, developed with students
- Exemplars of products that meet criteria for success
- Checking for understanding
- Making students' thinking visible
- Frequent student summarizing

## ● EXPLICITLY TEACHING STUDENTS:

- Effective effort behaviors
- Student self-evaluation of effective effort
- Learning study and other strategies of successful students
- Attribution theory and brain research

## ● OPPORTUNITIES FOR CHOICE AND VOICE:

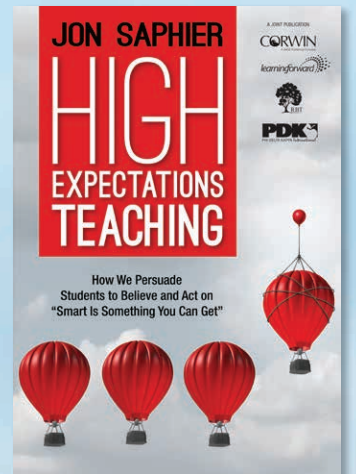
- Stop my teaching
- Student-generated questions
- Negotiating the rules of the classroom game
- Teaching students the principles of learning
- Learning style
- Non-reports and student experts
- Culturally relevant lessons
- Student-led parent conferences

## ● SCHOOLWIDE POLICIES AND PRACTICES FOR:

- Hiring teachers
- Assignment of teachers
- Personalizing knowledge of and contact with students
- Scheduling
- Grouping
- Content-focused teams that examine student work in relation to their teaching
- Reward system for academic effort and gains
- Push, support, and tighten safety net (hierarchy of intervention)

## ● PROGRAMS THAT ENABLE STUDENTS TO VALUE SCHOOL AND FORM A PEER CULTURE THAT SUPPORTS ACADEMIC EFFORT:

- Quality afterschool programs and extracurricular activities
- Building identity and pride in belonging to the school
- Creating a vision of a better life attainable through learning the things school teaches
- Forming an image of successful people who look like them and value education
- Building relations with parents through home visits and focus on how to help



From **High Expectations Teaching: How We Persuade Students to Believe and Act on "Smart Is Something You Can Get"** by Jon Saphier

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